

EVS/NFE/E-BR-12

REPORT
OF THE
EMPIRICAL EVALUATION
OF ACADEMIC ASPECT OF
NON - FORMAL EDUCATION PROGRAMME

B I H A R

NON- FORMAL EDUCATION
DEPARTMENT OF PRE-SCHOOL & ELEMENTARY EDUCATION
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CHAPTER- I

INTRODUCTION:

In 1978, the Central Ministry of Education, Government of India set up a working group on the universalisation of Elementary Education to fulfil the demand of Article 45 of the Indian constitution.

Under this group, a sub-group was set up which took up a scheme to impart part time non-formal education to the non school going children and drop outs in the age-group 9 to 14.

This programme is being conducted in 9 states, backward in Elementary education.

Bihar is one of these nine states.

Here a large number of children in the age group 9-14 do not go to school for various reasons viz. Poverty, employment as domestic servants, helping parents in their family vocations etc. A considerable number of children who attend school for some time, drop out before completion of the course and relapse into illiteracy.

According to the scheme mentioned above, a number of NFE centres were opened in Bihar and 25 to 30 children were admitted in each centre.

Now these children have completed primary level of education in NFE centres and it is being felt necessary that some systematic scheme of evaluation be prepared to know how far the non-formal education scheme has been successful.

Hence the main purpose of this study is to evaluate the pupil's achievement in academic subjects as well as their improvement in social manners and behaviours.

The objectives of the study are,

1. To administer graded tests in academic subjects to evaluate the achievements of the children in cognitive domain,
2. To measure the behaviour of the children,
3. To evaluate the development of attitude and skill of the children in the affective domain,
4. To find out improvement in their efficiency and skill specially with regard to productive activities.
5. To evaluate all round development of their personality.

The scope of the study in Bihar is limited to the non-starter and drop-out children in age group 9-14, both boys and girls attending NFE centres running at primary and middle levels in rural and tribal areas.

The table below shows the number of NFE centres, area wise where the study was conducted.

District	Block	Primary	Middle	Boys		Girls		Total
		Level	Level	SC/ST	Others	SC/ST	Others	
1	2	3	4	5	6	7	8	9
Rural	Rajgir	10	x	25	132	04	87	248
Nalanda	Ekanger	8	2	21	81	10	50	162
Distt.	Sarai							
Tribal	Kanke	10	x	36	33	66	52	187
Ranchi	Chainpur	10	x	103	11	105	6	225
District								
				185	257	185	195	822

N.B.:—In Ekanger Sarai test was held in 2 Middle level centres. There were 40 other caste learners, 14 boys, 26 girls.

The non-formal Education programme needs the community involvement very much. Hence to know the nature and extent of co-operation it receives from the community, the parents, the employers and important villagers of the locality were contacted and their opinion recorded.

Aspects of the study were.

- (a) Academic Test of the children
- (b) Interview of two parents of each centre whose ward/wards are attending the NFE centres selected for the study.
- (c) Interview of two Employers of each centre whose employees are pupils in the NFE centre selected for study,
- (d) Interview of two learners (selected at random) per centre.
- (e) Questionnaire to be filled up by one supervisor from each block,
- (f) Questionnaire to be filled up by one teacher trainer from each block,
- (g) Questionnaire to be filled up by Instructor of all the centres selected for evaluation.
- (h) Rating charts regarding the centres to be filled up by investigators/project Co-ordinator.

In Bihar two Districts, Nalanda and Ranchi, were selected for the study. In each district two Blocks and ten NFE centres in each block were selected as sample.

The children of a centre were classified in two levels. Those who were studying for one year in the centre were placed in Primary level I and those who were studying for more than one year were placed in Primary level II.

Different sets of questions were given to the children of these two levels. The number of children in each centre was not more than 35. Those who were present on the date took part in the Test. Primary level I children were examined in Hindi, Mathematics and environmental studies. Level II children were examined in Hindi, Mathematics, Environmental studies and general science. In middle level too tests were conducted in the above four subjects. In order to compare the achievement of children of NFE centres with those of formal school children, Tests were conducted in one formal school in each block both at primary and middle levels.

The respondents were of three categories, parents, Employers and learners. In all the four blocks the total number of parents who responded was 80, Of these, 37 parents belonged to SC/ST, 29 male literate parents, one female literate parent and 7 illiterate parents.

Parents belonging to other castes were 43. There were 35 male literate parents, 6 illiterate parents and two illiterate females.

The number of learner respondents were also 80, boys 46 and girls 34. Of the boys . 23 and girls 22 belonged to SC/ST. The rest were of other castes. Of these 80 learners, 28 boys and 12 girls were in less than 11 year age group

and 18 boys and 22 girls were in more than 11 year age group. Number of children who attended NFE centres for more than one year was 73 (boys 42 and girls 31). Seven children were attending centres for less than one year, (4 boys and 3 girls) Number of Employer respondents was only 3.

3. In Ekangar-sarai block in Nalanda district no employer respondent was available.

Tools and tests used for the study were the followings:

Tools:(a) Interview schedules for parents, employers and learners.

(b) Questionnaires to be filled up by instructors, supervisors and teacher trainers.

Tests:-

Tests were conducted to evaluate the academic achievement of learners of NFE centres at Primary/Middle levels in the subjects noted below.

Primary level I

- i) Hindi
- ii) Environmental studies/Social studies.
- iii) Mathematics.

Primary level II

- i) Hindi
- ii) Social studies/Environmental studies.
- iii) General Science.
- iv) Mathematics.

Middle level

- i) Hindi without sanskrit.
- ii) Social studies.
- iii) General Science.
- iv) Mathematics.

N.B.:- English is not included in the NFE syllabus in Bihar.

Technique

As these tests were being conducted in rural areas where people are ignorant, shy and suspicious of new-comers, a very kind and friendly approach had to be made.

The investigators therefore chalked out a programme before-hand with the help of supervisors and project officers of the locality concerned and the Instructors of each centre selected for the study was informed about the same earlier than the actual conduction of the study.

According to programme, the Investigators reached the centres and familiarised themselves with the NFE clientele, the Mukhiya, Social worker and a few influential local people including interested guardians available. They talked to them on various topics their problems, needs etc. and after establishing proper rapport and creating a congenial atmosphere they started the actual work of Test and interview.

At primary level the entire population of the centre was divided into two groups with the help of the Instructor according to the level of competence of the learners. Level I consisted of children who had completed one year in the centre and level II included those learners who had completed more than one year and acquired competence equivalent to IVth and Vth standard of a formal school.

Strict secrecy was maintained regarding the question papers. They were in the custody of the investigators. Question papers were distributed in time. Each learner was provided with a pencil, a rubber and answer papers. Each Test was of half an hour duration. Tests were administered one after another and a few minutes break was allowed between two tests. During the break light snack was provided to the learners, so that they may not feel any fatigue rather feel happy and cheerful. As regards interview of parents and employers, the Investigators took utmost care to select such persons who were acquainted with the functioning of NFE centres and could give their personal opinion regarding its utility. Due to the human and tactful approach of the investigators the respondents gave their sincere opinion freely about the functioning of the centres in their locality and how far the learners were benefitted in terms of literacy, numeracy etc. and development in their social attitude, regular habits of cleanliness, general awareness of their society and nation.

The Investigators adopted similar methods for getting the questionnaires filled up by the instructors of the centres, supervisors of the areas and teacher trainers.

A few problems were also noted.

1. It was found in course of the study that the centres were not maintaining admission registers for the learners. It was difficult to ascertain the age of the learners and their period of stay at the centre. In absence of correct data, information supplied by the Instructors had to be accepted.
2. For want of sufficient number of learners at some centres, children from neighbouring formal schools were presented for tests. However after proper verification they were disallowed to appear in the tests.
3. Supervisors were not readily available at the Block Head-quarters. They can not afford to reside at the Headquarters with the meagre honorarium they get.
4. Generally female Instructors do not move about in the villages freely to contact the parents of the learners eligible for admission in NFE centres. As a result, in some of the centres children from weaker section were very few.
5. In certain centres learners below 9 years were admitted. They were debarred from appearing in the tests.

Delimitations :

In Bihar the study commenced in the month of June. Certain centres were run in open space. So sometimes due to scorching heat and sometimes due to rains, the time of the test had to be changed. Cultivation also started in June. So it was difficult to contact parents who were busy in their fields.

As the learners mostly belong to cultivators' family, they were not employed by any other persons. They were working with their parents only. So it was difficult to find employers for interview.

CHAPTER- II

Curriculum in Transaction at NFE Centres

I. Curriculum for Non-formal Education in Bihar contains objectives, Instructional materials and method of evaluation of achievement of the children.

The objectives of NFE are:

- a) To impart such education based on the needs, problems, aptitude and aspiration of the learners.
- b) To help them learn Reading, writing and Arithmetic which will help them to work with confidence in their day-to-day transaction in this regard.
- c) To enable the children to get admission in formal schools at various levels.

Instructional Materials:

Instructional materials of NFE are of different types because of it's being need and problem-based.

The children who join the NFE centre differ from each other in respect of age, time of leaving formal schools etc. Hence the instructional materials have to be different.

However, the following dimensions of NFE curriculum have been determined.

- i) Literacy.
- ii) Numeracy.
- iii) Environmental Studies.
- iv) Social awareness.

- v) General Science & Health and Hygiene.
- vi) Productive activities.

Methods:

The learners in NFE being matured in age and supposed to complete the course in a shorter period accelerated methods of teaching have to be adopted. The Instructors, according to suitability use the following methods:-

- a) Conversation and group discussion.
- b) Story telling.
- c) Folk songs and poems.
- d) Role play and dramatisation.
- e) Play way method.
- f) Field trips and excursions.
- g) Observation.
- h) Demonstration.
- i) Learning by doing.

The Instructors divide the class into two or three groups on the basis of age/Level of competence while entering the NFE Centre/Competency in different subjects/same ability in all the subjects.

The lone Instructor of NFE Centre can not take up all the groups at a time. He takes the help of monitors who are supposed to have advanced knowledge of subjects. Sometimes written task is assigned to one group while the Instructor teaches the other group. He keeps the entire class engaged

and creates interesting atmosphere so that the learners learn the lessons in a easy manner. He takes care to maintain discipline in the class too.

Evaluation of Achievement of the learners in a NFE Centre:

Achievement of the learners are evaluated quarterly by the Instructors. In the beginning only oral questions are put to the learners and the learners are also expected to answer them orally. After-wards the Instructors set questions in all the subjects which the learners are expected to answer in writing. The tests at the first stage are held to know the learners' progress. If short-comings are noticed remedial teachings are arranged. After one year, written tests are held to grant promotion from level I to level II from level II to level III. After completion of three years state level test is held and certificates are issued to successful learners.

II. Problems:

A number of problems are faced by the Instructors in Organising teaching/learning activities:-

- a) Instructors have not yet been provided with copies of curriculum.
- b) Books, slates, Black boards, charts etc. are not supplied in time.
- c) Location of Centres is not correctly chosen. Sometimes it is a small open space where it is difficult to

accommodate the learners properly. This hampers the transaction of curriculum and the Instructors have to keep the records, charts etc. in their personal custody.

- d) Instructors are not adequately trained. A simple matriculate Instructor can not do justice with all the subjects, particularly at middle level.
- e) A few Instructors do not take interest in contacting parents, Employers to motivate them to send their wards to the centres regularly.
- f) More guidance by Administration and Supervisory staff is needed.

Periodical meetings of parents/guardians/employers/Leading persons of the locality are arranged by the Instructors generally to discuss about the welfare of the learners and problems faced in running the centres. Emphasis is laid on the regular attendance of the learners, development of their health habits, social behaviour and character formation.

CHAPTER - III

I. The Instructor:

The empirical study was conducted in 40 NFE centres and the Instructor of each centre was supplied with a questionnaire to be filled up by him. Out of these 40 Instructors 5 were graduates, 3 Intermediates, 30 Matriculates, one Middle passed and one Sanskrit Madhyama passed. There were 23 male Instructors and 17 female Instructors. They all were local persons. Two male and 2 female Instructors were untrained. The rest were trained in Non-formal Education. Amongst the 40 Instructors 14 belonged to SC/ST.

None of the Instructors was professionally experienced. 36 Instructors were trained in NFE. The salary of Instructors in-charge of primary level centres is Rs. 105/- per month and of middle level Instructors Rs. 125/- per month. The main occupation of NFE male Instructors is agriculture and its allied works. 16 Instructors are mainly agriculturists, 23 Instructors including ladies are engaged in their house-hold works. One male Instructor is a qualified potter.

II. Training of the Instructors:

In the beginning, the Director of Primary and Non-formal Education, was incharge of the training of the selected Instructors. The Instructors were imparted prescribed training for a week or two. The training was conducted by the Principal, Primary Teachers Education College with the help of his staff. Since 1984 the charge of Non-formal Education was entrusted to the Director of Adult

Education, Bihar.

Since then training camps are organised by the Project Officers, Adult Education under the supervision of the District Adult Education Officers. Trainers are selected by the D.A.E.O. from among the Instructors of Primary Teachers Education College, Supervisor of NFE and Adult Education, B.E.E.Os and other officers of Blocks. Secretary, NFE Resource Centre, Patna is also invited to guide the trainers. Trainers are generally trained in general Education and NFE.

Nature of the Training Programme:

The main purpose for a training programme is to orient the student-Instructors in successful implementation of the NFE programme and its objectives.

The student-Instructors are informed how to organise centres and how to get public cooperation in enrolment of learners from among the dropouts of Primary schools and those who never attended school at all.

They are made acquainted with the NFE curriculum and different approaches and methods of teaching language, Mathematics, environment and social study in situations different to formal system.

The duration of the training programme is from one to two weeks. In residential training camps 8 hours to 10 hours a day are devoted in the training programme but if there is no provision of residence the training is organised for 5 hours daily.

Contents of Training Programme:

1. Acquaintance with the concept of NFE.
2. Curriculum of the NFE.
3. Organisation of NFE Centres.
4. Ways and methods of community involvement.
5. Methodology of teaching.
6. Concept of learning by doing.
7. Techniques of evaluation.
8. Remedial teaching.
9. Use of books and other teaching materials.
10. Methods of maintaining records.

The contents of the training programme have been determined in such a way that after completion of the training the student Instructor can organise and run an NFE centre with confidence and competence and guide the learners to their goal.

Method of teaching adopted:

The training programme has two phases, theory and practice. More time is devoted to the theoretical classes and at least two hours are devoted to practical teaching classes daily.

1. Resource personnels spoke on a particular subject and posed a question followed by group discussion and a conclusion was drawn.
2. Trainers, expert in particular subject delivered lectures specifying important points on a topic and that

was followed by group discussion.

3. Field trips were arranged and the student Instructors were taken to places of community interest like Health centres, Poultry farms, veterinary hospitals etc.

Demonstration:

The student Instructors were taken to different local NFE centres where the trainers presented demonstration lessons.

Role play with the aid of audio-visual was also adopted sometimes as method of teaching.

At the end of each training course a questionnaire is framed and given to the student Instructors to fill it up. They are asked to give practical lessons in an NFE centre. On the basis of their performances, their ability to handle learners with care, their knowledge of subjects, their behaviour and teaching methods they adopt, class management etc. the success of the programme is evaluated.

CHAPTER - IV

I. Supervisions of NFE Centres:

About the supervisor:- under one project officer 2 or 3 supervisors are appointed. Each is assigned 20 NFE centres to supervise on the average and is paid Rs.15/- per centre, per month.

Questionnaires were filled up by four supervisors, one from each block where the empirical study was conducted. Of them, three were post-graduates and one B.Sc(Hons.). None of them are trained in formal Teachers' Training Colleges, Each of them has one year's supervisory experience. All but one of them are below 30 years of age. Before appointment as supervisors, three underwent one week's pre-service training and one two weeks. The number of centres assigned to them was between 17 to 28.

About the nature of supervision:

The supervisors generally visit one or two centres daily and each centre is supervised by them at least once in a month. The purpose of supervision is:

- a) To verify the regular functioning of the centres.
- b) To verify coverage of syllabus.
- c) To guide and help the Instructors in their day-to-day work in the centre.
- d) To solve academic problems faced by the Instructor.

- e) To verify eligibility of learners.
- f) To verify achievements of the learners.
- g) To check registers maintained by the Instructors.
- h) To encourage the Instructors to involve local people in the NFE programme.
- i) To ensure maintenance and despatch of monthly reports and returns.
- j) To assist the project officers in administration of NFE centres.

The supervisors devote one to two hours in a centre. He contacts local people, Guardians and discuss problems and welfare of the learners if and when necessary and motivates the children to come to NFE centres.

Each supervisor is incharge of about 20 centres which spread over 10 to 20 k.m. in rural areas of Nalanda District and 15 to 30 k.m. in the hilly areas of Ranchi District. In Nalanda district the maximum distance between two centres is 3 to 10 k.m. whereas in Ranchi it is 12 to 30 k.m.

The task of supervision is arduous, specially when the supervisors have not been provided with any sort of vehicle. The male supervisors somehow can cope with the task but for the lady supervisors it is rather hard.

CHAPTER - V

N.F.E. Children and their academic achievement :

Student Performance in NFE:

To evaluate the academic achievement of the NFE learners, Tests were held in language, Mathematics and environmental studies at Primary and Middle levels. 822 Primary level learners of 38 different centres appeared in the Test. There were 185 SC/ST boys and 185 SC/ST girls. Number of boys of other castes was 257 and girls 195.

338 learners were in above 11 years age group and 484 were in the below 11 years age group.

To indicate the learners performance in language, Mathematics, environmental studies and General science, different tables have been prepared below:-

N.F.E. Primary Level -I

Table - I (Language)
(Hindi)

Percentage of learners securing marks in different range of marks.

MARKS

	0-5	5-10	10-15	15-20	20-25	25-30
SC/ST Boys	13.51	25.40	28.64	25.94	6.48	x
SC/ST Girls	22.70	21.62	31.89	16.75	7.82	x
Other caste boys	9.72	16.34	42.80	29.57	1.70	x
Other caste girls	14.35	25.21	40.51	18.57	1.21	x

No learner has secured more than 25 marks.

54.58% SC/ST boys have secured average marks between 10-20. The percentage of SC/ST girls obtaining average marks

is 48.64. 72.37% boys of other caste have secured average marks between 10-20 range and 59.08% girls of other caste have secured average marks.

In securing marks in average range of marks, the boys and girls of other castes have done better than SC/ST learners.

The boys and girls of SC/ST securing less than 10 marks are more in number than boys and girls of other caste. The number of SC/ST learners securing above 20 marks is also more than other caste learners.

Middle level: (Hindi)

Middle level tests were held in two centres of Nalanda district only. The learners were 40 in number, 14 boys and 26 girls. They all belonged to other castes. No SC/ST learner was available at the time of test.

Majority of them, 10 boys and 24 girls secured less than 10 marks. Only 4 boys and 2 girls secured more than 10 marks.

Learners of middle level did not fare well.

Primary Level I:- Table-II (Mathematics)

Percentage of learners securing marks in different range of marks:-

MARKS

	0-5	5-10	10-15	15-20	20-25	25-30
SC/ST Boys	8.69	13.58	21.73	22.82	33.15	x
SC/ST Girls	11.89	11.89	15.13	13.45	41.62	x
Other caste boys	7.81	12.84	26.07	26.45	26.84	x
Other caste girls	7.60	10.20	16.30	23.44	42.30	x

Not a single learner of any caste could secure above 25 marks.

The percentage of SC/ST boys and girls securing above average marks is 33.15 and 41.62 respectively.

The percentage of boys and girls of other caste securing above average marks (20-25) is 26.84 and 42.30.

Percentage of SC/ST boys and girls securing marks between 10-20 is 44.55 and 28.58 respectively. Percentage of other caste boys and girls securing marks between 10-20 range is 52.52 and 39.74.

Boys and girls of other castes have done better than SC/ST learners.

Middle level :- (Mathematics)

There were 40 learners at middle level test, 14 boys and 26 girls, all belonging to other castes.

6 boys and 25 girls secured less than 5 marks. 7 boys and 1 girl got marks in 5-10 range and only 1 boy secured marks in the 10-15 range of marks.

The standard of teaching mathematics at middle level is low.

Primary Level I : Table III (Environmental and Social studies)

Percentage of learners securing marks in different range of marks.

MARKS

	0-5	5-10	10-15	15-20	20-25	25-30
SC/ST boys	7.06	7.06	23.36	36.95	25.54	x
SC/ST girls	9.7	13.5	22.1	29.1	25.4	x
Other caste boys	4.28	7	27.62	47.08	14	x
Other caste girls	9.8	7.2	30.7	34.8	17.1	x

Percentage of SC/ST boys and girls securing marks in 20-25 range is 25.54 and 25.4 respectively whereas percentage

of boys and girls of other castes securing marks in the same range is 14 and 17.1 respectively.

It shows that the percentage of boys and girls of SC/ST securing better marks is more than other caste learners.

The percentage of boys and girls of SC/ST obtaining marks in 10-20 range is 60.31 and 51.2 and that of other caste is 74.70 and 64.15 respectively. It appears that percentage of boys and girls of other castes securing average marks in 10-20 range is much higher than that of learners of SC/ST.

On the whole it is clear that the NFE learners take more interest in Environmental and social studies.

Middle Level (Environmental/Social Study):

Out of 40 learners at middle level test 13, (4 boys and 9 girls) have secured marks in 10-20 range of marks and 27 learners (10 boys and 17 girls) have secured less than 10 marks. Girls learners have done a little better than boys learners.

No SC/ST learner appeared at the middle level test. It shows that in environmental and social studies results are not satisfactory on the whole.

Primary Level II : Table IV (General Science)

Percentage of learners securing marks in different range of marks.

	<u>MARKS</u>					
	0-5	5-10	10-15	15-20	20-25	25-30
SC/ST boys	1.02	18.94	13.68	32.63	32.65	x
SC/ST girls	9.8	8.1	14.7	27.8	39.3	x
Other caste boys	4.8	11.53	14.4	46.15	23.07	x
Other caste girls	3.2	14.51	20.96	45.16	16.12	x

Out of 822 Primary learners 322 learners were in Level II. So they appeared in General science Test also. 95 boys and 61 girls belonged to SC/ST. The number of other castes boys and girls was 104 and 62 respectively.

217 learners were above 11 years of age and 105 learners were below 11 years of age.

No learner could get marks in 25-30 range of marks. 32.65% SC/ST boys and 39.3% SC/ST girls secured marks in above 20 marks range. Of the boys and girls of other castes 23.07% boys and 16.12% girls secured marks in the same range. The percentage of average learners securing marks in 10-20 range of marks was 46.31 for SC/ST boys and 42.5 for SC/ST girls. 60.19% boys of other caste and 66.12% girls of other caste obtained marks in the same range of marks.

The percentage of learners who secured less than 10 marks is almost the same for both the groups.

The performance of learners is satisfactory on the whole.

Middle level (General Science)

14 boys and 26 girls appeared in the middle level test. All of them belonged to other castes.

16 girls secured more than 10 marks, and 11 boys secured more than 10 marks. 3 boys and 10 girls obtained below average marks.

Middle level learners' performance was not satisfactory.

Cumulative performance of Primary and Middle level learners of N.F.E.

The cumulative performance of the learners has been assessed on the basis of marks obtained by them in different range of marks in all the subjects.

Table V (Primary level) (Attached)

From the tables V and VI it can be seen that the performance of the Primary level learners is better than middle level learners.

Other caste boys in Primary level have done better than SC/ST boys. The percentage of SC/ST girls, securing above average marks is 26.13 i.e. better than others but in the below average mark range too the SC/ST girls' percentage is highest.

Middle Level:

The performance of Middle level learners who, belonged to other castes is very poor. 60.7% boys and 74.04% girls are below average.

II. Comparison of Performance with Formal School Children
Primary:

From each block one primary formal school was selected for administering tests to compare the achievement of the students with those of NFE learners.

Total number of students from all the 4 blocks was 94. There were 54 students in Primary level I and 40 students in level II.

Table- VI
Cumulative Performance (Middle Level)
Other Castes

Subjects	Boys			Girls			Total
	0-10	10-20	20-25	0-10	10-20	20-25	
1	2	3	4	5	6	7	8
Hindi	10	4	x	24	2	x	40
Mathematics	13	1	x	26	x	x	40
Env.& S.St.	8	4	2	17	9	x	40
General Sc.	3	11	x	10	16	x	40
	34	20	2	77	27	x	160
	60.7%	35.5%	3.6%	74.04%	25.96%		

88 students were in below 11 years age group and 6 were in above 11 years age group.

Number of SC/ST boys and girls was 39 and 10 respectively of other castes 40 were boys and 5 were girls.

Different tables below will show the students' performance in different subjects.

Formal School (Primary Level I)

Hindi

Percentage of students securing marks in different range of marks.

	0-5	5-10	10-15	15-20	20-25	25-30
SC/ST Boys	51.2	28.2	12.8	7.6	x	x
SC/ST Girls	87.5	12.5	x	x	x	x
Other caste boys	12.5	47.5	15.7	26.3	x	x
Other caste girls	x	80	20	x	x	x

Percentage of SC/ST boys securing below average marks (0-10) in Hindi is 79.5. Only 20.5% of them could get marks in the 10-20 range of marks. 100% SC/ST girls obtained below 10 marks. Percentage of other castes boys securing less than 10 marks is 60 and boys who obtained marks in 10-20 range of marks is 40. Out of 5 girls of other caste, 80% secured less than 10 marks and 20% secured marks in 10-15 range of marks. Achievement of the formal school students in Hindi is not good. The NFE learners have done better than the formal school students.

Table - II

Formal: Mathematics (Primary I)

Percentage of students securing marks in different range of marks.

	0-5	5-10	10-15	15-20	20-25	25-30
SC/ST Boys	12.8	20.5	38.4	12.8	15.3	x
SC/ST Girls	40	20	40	x	x	x
Other caste Boys	17.5	17.5	15	37.5	12.5	x
Other caste Girls	80	x	20	x	x	x

Out of 39 SC/ST boys 51.2% secured marks in 10-20 range of marks, 15.3% secured marks in 20-25 range and 33.3% secured below 10 marks.

As for SC/ST girls, 40% got more than 10 marks and 60% less than 10 marks. Of the 40 boys of other castes, 12.5% secured more than 20 marks, 52.5% secured marks in 10-20 range of marks and 35% secured less than 10 marks.

Regarding girls of other castes, 20% secured marks in 10-15 range of marks and 80% got below 5 marks.

The achievement of boys of formal school was not upto the expectation. Their performance in Mathematics was not any better than the NFE learners.

Formal : Table- III (Environmental and Social Studies)
Primary -I

Percentage of students securing marks in different range of marks.

	0-5	5-10	10-15	15-20	20-25	25-30
SC/ST Boys	10.5	28.9	42.10	18.4	x	x
SC/ST Girls	30	20	40	10	x	x
Other caste boys	10	20	17.5	47.5	5	x
Other caste Girls	x	60	40	x	x	x

60.5% SC/ST students secured marks in 10-20 range of marks and 39.5% below 10 marks, 50% of the SC/ST girls secured more than 10 marks and 50% less than 10 marks. Of the 40 other castes boys, 65% secured marks in 10-20 range 30% below 10 and 5% in the range of 20-25 marks.

60% of the other castes girls got less than 10 marks and 40% more than 10 marks.

The NFE learners' performance in environmental and social studies is better than formal school students.

General Science (Formal)

Table - IV. (Primary Level -II

Percentage of students securing marks in different range of marks:

MARKS

	0-5	5-10	10-15	15-20	20-25	25-30
SC/ST Boys	25	18.3	6.25	25	25	x
SC/ST Girls	x	57.17	28.57	14.24	x	x
Other castes boys	23	23	x	7.6	46	x
Other castes girls	x	75	25	x	x	x

The students who were in upper primary classes appeared in General Science test.

Number of these students was 40, 16 SC/ST boys, 7 SC/ST girls, 13 other castes boys and 4 other castes girls.

31.2% SC/ST boys secured marks in 10-20 range of marks, 43.3% below 10 marks, 25% in 20-25 range of marks.

43% SC/ST girls obtained marks in 10-20 range and 57% got below 10 marks.

46% other caste boys got marks in 20-25 range, 46% got below 10 marks and 7.6% got marks in 10-15 range of marks.

25% girls of other caste obtained marks in 10-15 range of marks and 75% got below 10 marks.

Here again it is found that formal school students performance was not anyway better than NFE learners.

For perusal of the cumulative performance of Primary and Middle level students of formal schools, the Tables below have been prepared:-

Cumulative Performance of Primary and Middle level students of formal schools

Table - V (Formal Education)

Cumulative Performance (Primary Level)

Subject	Boys				Girls				Boys				Girls			
	C-10	10-20	20-25	0-10	10-20	20-25	0-10	10-20	20-25	0-10	10-20	20-25	0-10	10-20	20-25	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14			
Hindi	24	15	x	8	2	x	23	17	x	4	1	x				
Mathematics	13	20	6	6	4	x	14	21	5	4	1	x				94
Environmental																
Social Study	15	24	x	5	5	x	18	22	x	3	2	x				94
General																
Science	7	7	2	4	3	x	6	1	6	3	1	x				40
TOTAL	59	66	8	23	14	x	61	61	11	14	5	x				322
Percentage	44.36	49.62	6.01	62.16	37.57	x	45.86	45.86	8.27	73.68	26.31	x				

Cumulative performance of primary level students of formal schools as shown in the table reveals that boys of SC/ST have done better than other caste boys. 55.63% SC/ST boys are in the 10-25 marks range. While the other castes boys percentage in the same range of marks is 54.13%. Performance of girl students of both the groups is poor. Only 37.57% SC/ST girls have secured marks in 10-20 range of marks and 26.31% girl students of other castes have secured marks in the same range of marks. Students of neither group could secured in 25-30 range of marks.

...34/-

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Cumulative Performance of Middle level students of formal schools.

..35/-

Only 12.5% SC/ST boys could get marks in 10-20 range of marks and the rest secured less than 10 marks. There was no SC/ST girl students in any formal school where the tests were held.

The boys of other castes have done better. 45.96% secured marks in 10-20 range of marks and 18.54% got marks in 20-30 range. 14.28% other caste girls secured marks in 10-20 range and 10.71% was in 20-25 range but bulk of them, i.e. 75% got less than 10 marks. Performance of both primary and middle level students of formal schools was poor.

..36/-

CHAPTER - VI

NFE in the eyes of learners, Parents and Employers :

Profiles of learners:

In the course of study 80 learners were interviewed- two from each centre selected for the study. There were 46 boys and 34 girls. 23 boys and 22 girls belonged to SC/ST. 14 boys and 5 girls belonging to SC/ST were in the less than 11 years age group. 9 boys and 17 girls were in the above 11 years age group. These SC/ST learners were attending the NFE Centre for more than one year.

The learners belonging to other castes were 35 in number, 23 boys and 12 girls. 9 boys and 5 girls were in the above 11 years age group and 14 boys and 7 girls were in the below 11 years age group. 19 boys and 9 girls were attending the NFE centre for more than 1 year. 4 boys and 3 girls were learners in the NFE centre for less than one year.

Learners were mostly motivated by the Instructors of the NFE Centres. In some cases the Mukhiya of the Gram Panchayet, B.D.O., Pramukh and Supervisors also motivated the learners to come to the NFE centres to study.

All the learners liked to attend the Centre and were happy to be with the fellow learners. They were fond of their Instructor and learnt many good things from him.

The study, including Tests and personal interview revealed that the academic achievements of the learners

were not upto the mark. Only a few learners could read and write satisfactorily. But it appeared that the behaviour and outlook of the learners have improved to a considerable extent. They helped their guardians in their house hold work in a better way, they learned to show respect to their superiors, paid attention to personal hygiene and developed good habits.

The learners of the middle level said that they find difficulty in the study of Mathematics and General Science. It may be noted that at present the Instructors are mostly simple matriculates who are not well up in all the subjects. In some centres lack of proper accommodation and satisfactory seating arrangement hamper their study too.

Free from the strict formalities of traditional schools the NFE Centres create a very congenial atmosphere where the learners develop healthy attitudes and a sense of belongingness to the centre.

Most of the learners belong to poor families. They aspire for better socio-economic condition. They want to be better manager of farms, shops and other family vocations to augment the income of the family and live a better life.

Profiles of the Parents

I Family back-ground, vocation, number of children:

Altogether 80 parents, two from each centre were interviewed. Of them 77 were males and 3 females. The number of parents belonging to SC/ST was 37 and others 43. Amongst

them 65 parents were literate (30 SC/ST and 35 others). Of the illiterate parents 7 belonged to SC/ST and 8 to other castes. Generally the parents were above 45 in age. Their maximum age noted was 72 and minimum 30.

Majority of parents come from cultivators' family. 64 parents, out of 80 interviewed, were found engaged in agriculture. A few of them (9) were labourers, 3 businessmen and 3 were in Government Service.

3 parents were well to do, 22 were having average income and the bulk, 55 in number were poor.

The total number of children of all the parents was 320, male children 168 and female 152. The average comes to 4 children per parents.

II. Motivation of Parents, General impression of parents:

Most of the parents, 73 out of 80 interviewed, were motivated to send their children to NFE centre by the Instructors. The rests were convinced by other agencies like B.D.O./Pramukh and Block Education Extension Officers.

The parents seemed to be satisfied over the progress their children were making in NFE centres, particularly in terms of literacy, clean health habits and social behaviour.

70 parents admitted that their wards could read and write. 13 parents reported that their wards could write letters. 25 parents accepted that their wards could keep accounts. 30 parents said that their wards helped their

brothers and sisters to read and write. 39 parents admitted that their wards shared home responsibilities. 34 parents responded that the behaviour of their wards with their peer group was remarkably improved. 32 parents said that their wards behaviour with elders and neighbours became courteous and polite. 12 parents said that their wards behaved nicely with visitors. 58 parents said that their wards never attended formal schools and 22 parents said that their wards were formerly students of formal primary school but left the formal schools before completion of the course for unkind treatment of the teachers.

III. Profiles of the Employers:

Background of the employer: Two employers from Chainpur Block, 1 from Kanke Block and 1 from Rajgir block were interviewed. In Ekanarsarai block, inspite of sincere efforts by instructors and supervisor no employer could be available as the learners being children of cultivators, were engaged in their parents family occupation and were not employed by any other. Three employers belonged to Scheduled Caste of whom two were cultivators and one was a businessman. One employer belonged to other caste and he was a businessman.

Of the four learner employees, two were employed in agriculture and its allied work. Both of them grazed cattle and did odd jobs during harvesting season. One learner

employee was engaged as salesman in a shop, the other served in the tea stall of his employer. Of the two learner employees engaged in agriculture work. One has been working for 5 years and the other for two years. Of the other two serving in shops, one is working for more than 1 year and the other for less than 1 year.

Marked improvement was found by the employers in cases of three learner employees belonging to scheduled caste. They are now more faithful, respectful towards their employer. The learner employee working in a tea stall has acquired better understanding in dealing with customers. No improvement was noticed by the employer in the case of the learner employee employed as a salesman in a shop. Because each employee was alone worker employed by the employers, his behaviour with his co-workers could not be observed.

The businessman employer suggested that the learners should learn accounts work in a non-formal education centre. The other three employers were of opinion that the learners should acquire better skill in reading and writing and their behaviour required more improvement.

CHAPTER - VII

Major findings and conclusions:

I. The empirical study was conducted in the state of Bihar with a view to find out how best or otherwise the NFE programme is being implemented and what further improvements can be made if there are lapsities and gaps between theory and practice.

So, 40 NFE Centres were selected in two districts, Ranchi and Nalanda, for sample test.

To evaluate academic achievements of the learner in NFE tests were held in different subjects. Questionnaires were to be filled up by Teacher Trainers, Supervisors and Instructors to know their views, problem in implementing the programme; and suggestions were also invited for further improvements where necessary.

The Employers of the learners, their parents/guardians, Mukhiya of the locality were also involved and interviewed.

All informations regarding each centre, its general condition, its locality, its functioning, its problems, its instructors, tools, curriculum, Instructional materials etc. were noted in Rating charts prepared for each centre.

From the perusal of the Rating charts:

a) It is found that the general condition of most of the centres is not satisfactory. Generally a place for running a centre is selected by the Instructors according to their choice. They refer to run their centres in their own

residences. Classes are held in a varandah of the house or in an open space near it. In some such centres the learners have to brave sun and shower equally and naturally it hampers the transaction of the curriculum too. There is hardly any provision for drinking water and urinals. Cows and buffalows are kept a few steps away from the centre and the whole place stinks of cow dung and dirt. Learners sit on the ground, hurdled together in a small place. Of course some centres were good.

The concept of the programme to make the learners good citizens, with clean habits, good health and meaningful education is lost if centres are run under such conditions.

b) The availability of Instructional materials is also very poor. Books, Slates, Pencils, Black-Board-Sheets, Charts etc. do not reach in time and sometimes the centres do not get some of them at all. In some centres only one slate was given to each learner in three years. From the result of the tests held in different subjects it is clear that the academic achievement of the learners was also not satisfactory.

c) The Instructors play a very important role in the NFE programme. So their ability, their concern for the learners, their sincere efforts count a lot for successful implementation of the programme.

Majority of the instructors are regular and punctual in attendance. But having no previous knowledge of teaching and being simple matriculates with a few days' training in NFE they can neither manage the class well single handed nor communicate properly with the learners. All of them have not been provided with teachers guides/other handbooks. They generally teach in the traditional way. Only theoretical information is given to the learners without practical demonstration, role play etc. They seldom organise co-curricular activities. In the middle level they can not teach all the subjects properly.

d) While talking to the parents it was found that they have a casual interest in the programme. They are not very enthusiastic about the future of their wards. If the supervisors and Instructors visit them often, discuss about their problems and their wards' welfare, they may develop interest in the programme and even join hands for its success.

e) The employers too could not help with any concrete suggestion. If the employer has no kind corner in his heart for the employee, he can not have any concern for his progress. It should be the duty of the supervisor and the Instructor to acquaint the employer with the concept and philosophy of the programme and make him aware of his role in it.

f) At some centres the Mukhiyas even do not know in which locality of the village the Centre is functioning. It shows the lack of proper rapport between the NFE workers in the field and the villagers. In villages where high caste people were more in number, they tried to disturb the tests being held in a centre where 80% learners belonged to SC/ST.

g) Vocation is one of the dimensions of the NFE programme. But it has not been started in Bihar so far though it has been included in the curriculum. Over and above learning 3 Rs., if the learners can not help their parents in adding to the family income, the parents who are largely from the unprivileged classes of society can not be impressed and inclined towards the programme.

Hence education and involvement of the community in one hand, and facilities to develop skill to earn more on the other hand, are absolutely necessary.

II. The NFE programme was launched with the purpose to find out ways and means to provide meaningful education specially to the children of the under privileged classes of society within the shortest period and without a big budget. It proposed to develop the personality and socio-economic condition of the learners and involve the community simultaneously.

But the Empirical study reveals that neither the achievement of the learners in academic and socio-economic aspects is satisfactory nor the community involvement has gained momentum.

Unless the supervisors and Instructors are thoroughly trained and fully acquainted with the concept of the NFE programme, it can not bring the desired results.

Centres should be located in a healthy place with drinking water points and urinals, keeping in view the convenience of the learners. Project officers may be entrusted with the selection of place for the centre. They, with the help of the leading persons of the village may select the place.

Generally the non-starters and the dropouts in the 9-14 age group are to be admitted to a NFE centre. But it was found that children below eight and children who are attending formal schools have been enrolled in some NFE centres. Supervisors should be made responsible for these lapsities.

At the time of enrolment, date of birth of each clientele must be entered in the admission registers.

Instructional materials should reach the centres in time and the supply of slates, pencils and books must be regular.

Training programmes for both the Instructors and supervisors need some modifications.

Keeping in view the role of the Instructors i.e., setting up centres, running them successfully, inventing new instructional materials, preparing reports and returns,

keeping records and establishing liaison with the other functionaries of the NFE programme from village to state level, he must be a well-informed, well-trained, patient and sincere worker. A simple unemployed matriculate youth can not be shaped into such an ideal instructor in two weeks' training in a Teachers' Education College.

Separate training camps should be organised under the supervision of the lecturers of State Council of Educational Research and Training and the personnels of NCERT dealing with the NFE programme may also be made available to impart necessary training. The duration of the training period should not be less than six months.

After completion of one years' teaching experience the Instructors should attend Refreshers' Course. The Instructors should at least be graduates for middle level. They should be given graduate pay scale also.

The supervisors, who are to supervise the performance of the instructors and suggest remedies and advise whenever necessary should also undergo training along with the instructors at least for three weeks. They also should be trained graduate and be given trained graduate pay scale. The NFE supervisors are supposed to visit the centres regularly, contact parents, local leaders, learners and the project officers. But for want of any sort of vehicle they can not

do these. Their emoluments are meagre and mostly they are engaged in their personal work. Full time supervisors, preferably trained graduates should be appointed who have concern for the NFE programme and its success. At least a cycle may be provided to them.

III. The following observations have been made in order to identify good and bad centres on the performance of the NFE learners and other contributing factors for the centres being good or bad.

Centres where learners have secured more than 50% marks have been marked A and where they have secured less than 50% have been marked B.

While placing the centres in a particular group, other contributing factors, such as use of curriculum, instructional materials supplied, ability of the instructors and supervisors to implement the programme properly and their training etc. have also been considered.

The curriculum for Primary level NFE centres was not made available to the instructors. Only textbooks were supplied to them and they followed the books only giving emphasis on the teaching of language and mathematics more than other contents of the curriculum.

Instructors have not made any annual plan or daily lesson plan for teaching and other co-curricular activities.

Instructional materials prepared for different level of learners of a NFE centre never reach the centres in time and the supply of the materials are also not continuous.

Supervisors appointed in each block have to assist the Project Officers in office work and administration. They find little time to visit all the centres. The distance between one centre and the other is sometimes 20 k.m.; They can not cover even two centres a day. Therefore the instructors can not get timely guidance, the community can not be properly involved.

The training of the supervisors and Instructors is not sufficient. In a short period of 2/3 weeks they can not be fully trained.

During the training course proper procedure to be followed for evaluation of the achievement of the learners has not been explained clearly. So this is not done in a systematic and methodical way.

On the basis of these factors as well as the information collected from the rating charts and the results of the achievement tests, the centres under study have been categorised in two groups good and bad, termed A and B.

District	Block	Centres	Cate gory	Academic achievement	As a whole
1	2	3	4	5	6
RANCHI	KANKE	1.Nagri (1)	E	Poor	Average
		2.Nagri(2)	B	Poor	Average
		3.Katam Kuli	B	Poor	Average
		4.Sukurhutu	B	Average	Average
		5.Chedi	B	Average	Good
		6.Sambar Toli	B	Poor	Average
		7.Chama	B	Average	Average
		8.Garu Kadma	B	Poor	Average
		9.Patara Toli	B	Poor	Poor
		10.Gagi	E	Poor	Poor
RANCHI	CHAIN- PUR	1.Darakna	B	Average	Average
		2.Dahu Dadgaon	B	Average	Good
		3.Nata Pol	A	Good	Good
		4.Dipa Toli	B	Poor	Average
		5.Dar Toli	B	Poor	Average
		6.Kating	B	Average	Good
		7.Bhathouli	B	Poor	Average
		8.Rampur	B	Poor	Excellent
		9.Kulahi	A	Good	Excellent
		10.Kukrunja	B	Average	Good
NALANDA	EKANG- AR SARAI	1.Telhara (Middle Level)	B	Poor	Average
		2.Sheonagar (M.L)	B	Poor	Poor
		3.Sheodutta Bigha	B	Poor	Good
		4.Ekangar Sarai			
		DakBangalow	B	Poor	Average
		5.Telhara Bigha- par	B	Average	Average
		6.Barslama	B	Average	Average
		7.Mohammadpur	B	Average	Average
		8.Ishaquepur	B	Average	Poor
		9.Dhanhar	B	Poor	Poor
NALANDA	RAJGIR	10.Nischal Gunge	B	Average	Poor
		1.Beldarbiga	B	Average	Good
		2.Mitwan	B	Average	Good
		3.Gonawan	B	Average	Good
		4.Mari	A	Good	Good
		5.Mohunpur	B	Good	Average
		6.Dewaria	B	Average	Good
		7.Karjara	B	Good	Average
		8.Dumari	B	Average	Good
		9.Beldaripur	B	Average	Good
		10.Sabalpur	B	Average	Average

The list above categorieses only three centres as good, termed A and 37 centres as not good, termed B.

Regarding general condition of the centres it was found that only 5 out of 40 centres were good, 22 average and 13 poor.

25 centres have not been adequately supplied with source materials.

On the average, instructors are regular and punctual in attendance. Most of them have knowledge of the subjects they have to teach. But the instructors of the middle level are not fully versed in all the subjects they are expected to teach. In communicative skill and class management their performance is satisfactory. Attendance of the learners is also average.

From the above observations we can come to the conclusion that the NFE programme is not being implemented in true spirit.

Unless the instructors are selected properly, trained thoroughly and paid adequately; unless instructional materials reach the centres continuously, centres run in better environmental condition, regular and strict supervision be ensured and above all the community co-operation secured, the full implementation of the programme may be further delayed.

CHAPTER- VIII

Universalisation of elementary education in the country is a national commitment. It aims at educating every citizen whatsoever his/her religion, socio-economic condition or vocation be.

Therefore it is to be borne in mind that unless the community the children belong to, is educated and stimulated concurrently with the NFE Programme for children, it would be difficult to reach the goal. So the parents are to be very closely associated with the functioning of the NFE centres in their locality and to be acquainted with the NFE programme in its proper spirit.

It was found that mostly the illiterate parents were not very interested in their wards' knowledge in language or Mathematics. They expected that by attending the NFE centre their wards would be able to add to their family income.

1. S.U.P.W. being one of the dimensions of the programme, must be started in Bihar without any further delay. Raw materials are easily available in the state. When the parents see, learn and appreciate the functioning of the centres, they will understand their own role in this programme and will be motivated easily to send their wards to the Centres.

2. In the selection of a place for the Centre the community can contribute in a big way : At present for want of proper involvement of the community, many people of the village even do not know about the existence of a NFE centre in their village.

3. Books prepared for the NFE clientele do not need to be voluminous. If they are handy, full of picture illustrations, they will interest the learners more. The most important point is that the books reach the learners' hand in time. A campaign like "Operation Black Board" may be launched and the flow of supply of books and other instructional materials may be made easy and regular.
4. Publication of books in santhali, Mundari and other tribal languages is recommended, moral teaching and teaching of all the main religions of our country in brief may be included in the curriculum. This will help character building, imbibe right kind of values in them and develop sense of national integrity and secularism.
5. Co-curricular activities are necessary. Instructors may arrange competitions of swimming, running, music, dance, drama and other cultural activities with the learners of formal schools. This will instil confidence and satisfy the emotional aspect of the lives of the learners. At present no keen interest has been taken for co-curricular activities. The duration of functioning of the centres may be extended to three hours from two hours at present. A small book bank in each centre will be very much helpful for developing habits of reading and it will be a healthy recreation also.
6. Instructors play a vital part in implementation of the NFE programme. So the selection of Instructors is to be done

very carefully. They may be selected from among the retired teachers and lecturers of Teachers Education Colleges, or they may be persons who have concern for the children and their betterment. These type of persons, being seasoned, would be more patient with the children and will care less for emoluments and future prospects and will not leave the centres for better jobs. They must be thoroughly trained in NFE and the training may be for six months. Alongwith acquainting the instructors with various methods of teaching, they may be made to understand their role, duty and responsibility in rendering such service that the community expects from them.

7. For better management of classes, two instructors in each centre are preferable. One for Language and the other for mathematics and science teaching. The Centres may run in two shifts according to the convenience of the learners. The number of learners in a centre may be increased. Suitable pay scale for the instructors ~~is~~ also recommended.

8. Training programme for the instructors may be organised under the guidance of experts from NCERT/SCERT. Refreshers' Course may be arranged for 2 to 3 weeks at the end of each academic year.

9. Supervision is not being done as regularly and thoroughly as it should be. The supervisors are holding B.A.(Hons)/B.Sc., M.A./M.Sc. degrees but are getting very meagre

emoluments. They have not been provided with any sort of vehicle.

If they are made whole time workers and regular pay scale and some sort of vehicle is provided, they can improve their work.

10. Evaluation of progress of the learners should be a continuous process. Everyday after each lesson the instructors may devote sometime to know how far the learners have followed the lesson. Weekly and monthly tests may be held to evaluate the learners achievements and remedial teaching may be arranged if and when necessary.

Despite certain problems and lapses, the NFE programme is the best suited programme for the education of under-privileged children in millions.

After all it is the functionaries who matter most. With harmonious relationship amongst them, with strong determination to eliminate illiteracy, with sincere love for children and selfless services for their betterment, the programme will make headway and deliver the cherished goods.

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